

Pratt School of Information

Annual Assessment Report AY 22/23

Prepared by A. Cocciolo - Last Updated: August 3, 2023

Overview

In December 2015, the Faculty Council adopted a [new set of goals for the School](#), and in April 2017 a set of indicators and targets that could be used to measure the extent to which the goals were being met. Each has received minor revisions since they were adopted. The purpose of the Annual Assessment Report is to assess the extent to which the School's goals are being met and identify opportunities for improvement. This evaluative work informs the Operational Action Plan for the 2023/2024 academic year which aims to drive improvement to the programs and school through ensuring that schools goals are addressed.

Goals, Indicators, Targets with Breakdown by Program and School-wide Actuals

Acronyms: CC = School Curriculum Committee, GSS = Graduating Student Survey, AS = Alumni Survey, PRCS = Peer Review Committee Survey

Dates: Data collected from 7/1/2022 to 6/30/2023

| Survey Response Rate Information |
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| <p><i>Graduating Student Survey</i> Overall - 97.28% (143 respondents) MSLIS 94.44% (68 respondents), MSIXD 100% (57 respondents), MSDAV 100% (12 respondents), MSMDC 100% (6 respondents)</p> |
| <p><i>Alumni Survey</i> Overall - 31.36% (37 respondents) Fall 20201 graduates - 38.24% response rate (13 respondents) Spring 2022 graduates - 28.05% response rate (23 respondents) Summer 2022 graduates - 50.00% response rate (1 respondents)</p> |
| <p><i>Peer Review Committee Survey</i> 75% (6 respondents)</p> |

| Goals & Indicators | Target | MSLIS Actual | MSMDC Actual | MSIXD Actual | MSDAV Actual | Overall (School-wide) Actual |
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| <i>Goal 1: To offer a current, forward-looking, and high-quality curriculum that supports academic inquiry and student learning.</i> | | | | | | |
| 1.1 The school offers a variety of new, revised, and special topics courses each academic year | Yes | | | n/a | | Yes. See: Annual School Curriculum Committee Report (2021/2022) . |

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| 1.2 Percent of courses and major curricular components (e.g., degrees, certificates, concentrations, student-learning outcomes) have been reviewed for quality in the past five years. | 100% | 100% of required courses reviewed and revised by CC in 2017/2018; student learning outcomes and program concentrations reviewed/revised in 2018/2019; curriculum as a whole reviewed in 2017/2018; program revised in 2020/2021 to allow one course outside of the School; core curriculum & PLOs currently under revision | 100% required courses reviewed by CC since 2017; required curriculum and student learning outcomes reviewed and revised in Spring 2023.. | 100% required courses reviewed by CC since 2017; program concentrations created in 2018/2019; student learning outcomes revised in 2021/2022; curriculum revised in 2021/2022 to require Ethics & Social Responsibility elective. | 100% required courses reviewed by CC since 2017; student learning outcomes updated in 2021/2022; curriculum updated in 2021/2022 to not require outside INFO elective. | 100% of all courses reviewed by CC since 2017. SI Curriculum Review Tracking Sheet provides status of all review and revision work. All degrees reviewed within last 6 years. Only advanced certificate not reviewed since 2017 is the Advanced Certificates in Digital Humanities. |
| 1.3 Percent of courses support academic inquiry in some form | 100% | n/a | | | | 100% All courses have learning outcomes that support academic inquiry. |
| 1.4 The curriculum reflects current knowledge and skills identified by potential employers | Yes | Yes. MSLIS core curriculum review and revision (plan available here), completed AY 17/18, included a thorough analysis of knowledge and skills needed by employers. MSLIS plan for reviewing/revising curriculum also takes into account employers. | Yes. MSMDC Curriculum revision , approved in Spring 23, included a review of knowledge and skills needed by employers. | Yes. During the program concentrations development and curricular revisions for IXD in 2018/2019, a synthesis of practical/ academic literature on the job market for UX graduates was undertaken. | Yes. Sula and Braden met with two groups of employers at the Tech Talent Pipeline Data Summit on May 14, 2018; notes available on Google Docs . Data has been used for making curricular improvements (e.g., introducing Machine Learning, Programming Interactive Viz, etc.) | Yes. In June 2022 began running survey to employers based on the name and email supplied by graduates in the alumni survey. |
| 1.5 Percent of graduates agree/strongly agree that they “found the curriculum to be up to date” | 85% | 93.75% N=64 (GSS) | 83.33% N=6 (GSS) | 98.04% N=51 (GSS) | 100% N=9 (GSS) | 95.38% N=130 (GSS) |

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| 1.6 Percent of graduates agree/strongly agree that "course offerings aligned well with my professional goals" | 85% | 92.420% N=66 (GSS) | 100% N=6 (GSS) | 98.00% N=51 (GSS) | 90% N=10 (GSS) | 94.70% N=132 (GSS) |
| 1.7 Percent of sections have an average rating of 3.0 or higher (on a 4.0 scale) on course evaluations for the following questions: "The content of the course was consistent with the syllabus" | 100% | n/a | | | | 95.74% N=1159, 135/141 course sections (Course Eval) |
| "This course improved my understanding of the subject matter" | 100% | n/a | | | | 95.74% N=1159, 135/141 course sections (Course Eval) |
| "I would recommend this course to another student" | 100% | n/a | | | | 85.11% N=1159, 120/141 course sections (Course Eval) |
| 1.8 Alumni report a variety of beneficial learning experiences that specifically mention curriculum | Yes | n/a | | | | Yes, see Appendix SI3 . |
| 1.9 Percent of sections are taught by full-time faculty | >50% | n/a | | | | 39.73% |
| 1.10 There is a complete and up-to-date mapping of courses to program learning outcomes | Yes | Yes, table available here and one based on actual submissions . | Yes, available here (updated June 2020) and table based on actual submissions . | Yes. Available here (updated June 2020). | Yes. Available here (updated June 2020) and based on actual submissions . | Yes. |
| 1.11 The School has a long-term, strategic plan | Yes | | | | | Yes, available on website . |
| Goal 2: To prepare students for a variety of careers in the information field through a range of graduate-level educational programs that challenge students creatively, critically, and ethically. | | | | | | |
| 2.1 Percent of students pass their program's graduation requirement | 100% | 100% N=70 | 100% N=6 | 100% N=57 | 100% N=11 | 100% N=144 |
| 2.2 Percent of students report that they pursued one or more areas of study in their program | 100% | 89.09% N=67 | Question not asked on GSS for MDC. | 100% N=51 | Question not asked on GSS for DAV. | 96.61% N=118 |
| 2.3 Percent of alumni are employed within | 90% | 94.44% | 60.00% | 77.78% | 100% (AS) | 85.29% |

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| nine months of graduation and percent report being on a career path consistent with their goals | and 80% | N=18 (AS) and 94.12% N=17 (AS) | N=5 (AS) and 100% N=3 (AS) | N=9 (AS) and 85.71% N=7 (AS) | N=2 (AS) and 50.00% N=2 (AS) | N=34 (AS) and 89.66% N=29 (AS) |
| 2.4 Recent graduates hold a range of job titles at various institutions | Yes | <i>n/a</i> | | | | Yes, see Appendix SI4 . |
| 2.5 Percent of graduates and alumni agree/strongly agree that the School of Information offered a quality program that prepared me to work in my chosen profession. | 85% and 85% | 95.31% N=64 (GSS) and 100% N=13 (AS) | 100% N=6 (GSS) and 80.00% N=5 (AS) | 97.92% N=48 (GSS) and 100% N=8 (AS) | 100% N=9 (GSS) and 100% N=1 (AS) | 96.85% N=127 (GSS) and 96.30% N=27 (AS) |
| 2.6 Percent of graduates and alumni would recommend Pratt School of Information to a friend, colleague, or family member | 85% and 85% | 93.94% N=66 (GSS) and 86.67% N=15 (AS) | 83.33% N=6 (GSS) and 60.00% N=5 (AS) | 98.00% N=50 (GSS) and 100% N=7 (AS) | 100% N=10 (GSS) and 50.00% N=2 (AS) | 95.45% N=132 (GSS) and 82.76% N=29 (AS) |
| 2.7 Percent of students graduate within three years | 90% | 93.61% 44/47 students who began the LIS program in fall 2020 graduated in 3 years. | 100% 12/12 students who began the MDC program in fall 2020 graduated in 3 years | 90% 27/30 students who began the IXD program in fall 2020 graduated in 3 years. | 90% 9/10 students who began the DAV program in fall 2020 graduated in 3 years. | 92.92% 92/99 who began a SI MS program in fall 2020 graduated in 3 years from a SI MS program. |
| 2.8 All programs have learning outcomes that incorporate the ability to meet creative, critical, and ethical challenges | Yes | Yes | Yes | Yes | Yes | Yes |
| Goal 3: To sustain excellence in face-to-face teaching. | | | | | | |
| 3.1 Percent of sections are offered in person | 80% | <i>n/a</i> | | | | 81.29% 54/70 in Fall '22, and 59/69 in Spring '23 |
| 3.2 Percent of sections have a class size of 6–18 students | 100% | <i>n/a</i> | | | | 88.88% Note: Average class-size is 11.89 students. 15 sections with fewer than 6 students and 1 section with more than 18. |

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| 3.3 Percent of sections have an average rating of 3.0 or higher (on a 4.0 scale) on student course evaluations for the following questions: “The instructor presented the subject matter clearly” | 100% | n/a | | | | 95.04% N=1159, 134/141 course selections (Course Eval) |
| “The instructor utilized class time well” | 100% | n/a | | | | 90.78% N=1159, 128/141 course sections (Course Eval) |
| “The instructor promoted a constructive classroom climate” | 100% | n/a | | | | 96.45% N=1159, 136/141 course sections (Course Eval) |
| “I would recommend this instructor to another student” | 100% | n/a | | | | 90.78% N=1159, 128/141 course sections (Course Eval) |
| 3.4 Percent of graduates agree/strongly agree that “the program faculty are effective teachers” | 85% | 95.52% N=67 (GSS) | 100% N=6 (GSS) | 100% N=48 (GSS) | 90.00% N=10 (GSS) | 96.95% N=131 (GSS) |
| 3.5 Graduating students and alumni report a variety of beneficial learning experiences that specifically mention teaching | Yes | n/a | | | | Yes, see Appendix SI5 . |
| <i>Goal 4: To enrich the student experience through experiential and project-based learning, international study, co-curricular and extracurricular activities, and one-on-one mentoring and advisement.</i> | | | | | | |
| 4.1 Minimum number of courses per semester (fall and spring) include projects with external partners | 5 | n/a | | | | 12 in fall and 10 in spring (see Appendix SI2). |
| 4.2 Internship course options are available to students every semester | Yes | n/a | | | | Yes. INFO 698, 9600, and 9601 was available during the academic year. |
| 4.3 Minimum number of fellowship opportunities are offered every academic year | 10 | n/a | | | | 19 fellows awarded. |
| 4.4 Minimum number of study abroad courses offered every academic year | 1 | n/a | | | | 0 Postponed due to the pandemic, although development of Spring Break '24 course in Rome with Prof. Pattuelli began. |

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| 4.5 Minimum number of events are offered by SI office and student groups per academic year | 50 | n/a | | | | 59 events (see list) |
| 4.6 Percent of students are assigned a full-time faculty advisor in their first semester | 100% | n/a | | | | 100% |
| 4.7 Percent of graduates who said they sought advising from their faculty advisor | 80% | 76.12% N=67 (GSS) | 100% N=6 (GSS) | 80.39% N=51 (GSS) | 90.00% N=10 (GSS) | 79.85% N=134 (GSS) |
| 4.8 Percent of graduates who sought advising and agreed/strongly agreed that their faculty advisor provided helpful academic advisement | 80% | 74.51% N=51 (GSS) | 50.00% N=6 (GSS) | 97.56% N=41 (GSS) | 100% N=9 (GSS) | 84.11% N=107 (GSS) |
| <i>Goal 5: To support diversity, equity and inclusion..</i> | | | | | | |
| 5.1 Percent of graduating students agree/strongly agree that: “The School created an inclusive and welcoming environment” | 85% | 96.88% N=64 (GSS) | 100% N=6 (GSS) | 95.83% N=48 (GSS) | 90.00% N=10 (GSS) | 96.09% N=128 (GSS) |
| “The School supported diversity, equity and inclusion” | 85% | 94.92% N=59 (GSS) | 83.33% N=6 (GSS) | 100% N=48 (GSS) | 100% N=9 (GSS) | 96.72% N=122 (GSS) |
| 5.2 Percent of responses have an average rating of 3.0 or higher (on a 4.0 scale) on student course evaluations for the following questions: “The instructor promoted a constructive classroom climate” | 100% | n/a | | | | 96.45% N=1159, 136/141 course sections (Course Eval) |
| “This course supports diversity, equity and inclusion” | 100% | n/a | | | | 90.07% N=1159, 127/141 course sections (Course Eval) |
| 5.3 At least one diversity, equity and inclusion event is hosted and organized by SI or student groups each semester | Yes | n/a | | | | Yes, 2 DEI events were held this academic year (see Appendix SI1). |
| <i>Goal 6: To recruit and retain highly qualified students and support student wellness initiatives.</i> | | | | | | |
| 6.1 Percent of accepted students meet admissions standards determined by each program, with enrollment goals determined | 100% | 100% | 100% | 100% | 100% | 100% |

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| by dean and admissions committee. | | | | | | |
| 6.2 Recruitment efforts carried out by the Office of Admissions are determined with input from dean and admissions committee. | Yes | Yes | Yes | Yes | Yes | Yes |
| 6.3 Admissions and recruitment efforts carried are aligned with the School's two-year enrollment plan | Yes | Yes | Yes | Yes | Yes | Yes, admissions and recruitment efforts aligned with the enrollment plan from Strategic Plan (2019-2024) . |
| 6.4 Percent student retention rate ¹ | 95% | 95.74% N=47 Note: 2 withdrew | 83.33% N=12 Note: 2 switched programs | 93.33% N=30 Note: 2 withdrew | 90% N=10 Note: 1 withdrew | 94.94% N=99 |
| 6.5 Each program meets its enrollment goals | Yes | No. Goal of 42 enrollments and 38 actual in FA22. Goal of 3 enrollments in LIS+HAD and 4 actual in FA22. | No Goal of 8 enrollments and 7 actual in FA22. | Yes Goal of 45 enrollments and 46 actual in FA22. | Yes Goal of 9 enrollments and 9 actual in FA22. | While close to reaching goal, highlight continued challenge to reach enrollment goal with other programs other than IXD. |
| 6.6 The School supports the success of student wellness initiatives | Yes | n/a | | | | Dean attend Resilience, Wellness, and Well-being Council meetings (RWW). Augment meditation locker and add light therapy option to PMC 611. Participate in JED strategic plan implementation, including studying access to counseling via Pratt website in INFO 644 Usability Theory & Practice. |
| <i>Goal 7: To cultivate qualified faculty members who engage in high-quality research, participate in scholarly activities, and/or are experts in their field of practice.</i> | | | | | | |
| 7.1 Percent of full-time faculty publish in accordance with their rank and tenure status | 100% | n/a | | | | 83.3% N=6 (PRCS) |
| 7.2 Percent of part-time faculty have a record of recent and continued professional work related to the courses | 100% | n/a | | | | 100% |

¹ Computed by taking students who started in fall 2022 and spring 2023, and have not withdrawn as of June/July XX, 2023.

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| they teach | | | | | | |
| 7.3 Faculty are appointed, reviewed, reappointed, and promoted through SI's peer review process in alignment with Pratt's Collective Bargaining Agreement and the Faculty Handbook | Yes | n/a | | | | Yes |
| 7.4 Policies and procedures for recruiting and hiring full-time and part-time faculty are established and followed | Yes | n/a | | | | Yes |
| 7.5 The School supports faculty and staff wellness initiatives | Yes | n/a | | | | Dean participates in JED taskforce, which includes working on a Wellness strategic plan for Institute that is holistic to not only students but to faculty and staff. |
| <i>Goal 8. To maintain faculty and student service to the School, Institute, and information field.</i> | | | | | | |
| 8.1 Percent of full-time faculty participate in scholarly service activities, such as peer review for journals, conferences, and grants | 100% | n/a | | | | 100% N=6 (PRCS) |
| 8.2 Percent of full-time faculty maintain membership in at least two professional associations | 100% | n/a | | | | 83.3% N=6 (PRCS) |
| 8.3 Percent of full-time faculty participate in at least one Institute-level service activity each year (not including first-year faculty) | 80% | n/a | | | | 100% N=6 (PRCS) |
| 8.4 Percent of full-time faculty participate in at least one School-level service activity each year | 100% | n/a | | | | 100% N=6 (PRCS) |
| 8.5 Percent of graduates report being a member of at least one professional association during their time at Pratt | 50% | 56.36% N=55 (GSS) | 55.56% N=9 (GSS) | 51.61% N=31 (GSS) | 23.08% N=13 (GSS) | 50.93% N=108 (GSS) |
| 8.6 Minimum number of students involved in Institute-level service | 1 | n/a | | | | 2 Graduate Student Liaison to SGA is Ziqi Wang (MSDAV). Graduate Student Trustee was Sarah Burry (MSLIS + MAHAD) |

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| 8.7 Minimum number of students are involved in School-level service (outside of student groups) | 3 | n/a | | | | At least 3 1 students served as a voting member on the SI Faculty Council: Carol Choi 1 student served on the SI DEI Committee: Tk Cram 1 UXPA Officers volunteered to co-host IXD Admitted student coffee hour: Tracy Chen |
| <i>Goal 9. To pursue internal and external funding for innovation in research, teaching, and/or learning.</i> | | | | | | |
| 9.1 Minimum number of grant applications submitted to the School of Information Faculty Innovation Fund | 2 | n/a | | | | 3 |
| 9.2 Minimum number of grant applications submitted by SI faculty each year to other internal sources, such as Faculty Development Fund and Academic Initiatives Fund | 1 | n/a | | | | 3 N=6 (PRCS) |
| 9.3 Minimum number of grant applications submitted by SI faculty each year to external sources, such as foundations, federal agencies, and corporate sponsors | 1 | n/a | | | | 10 N=6 (PRCS) |
| 9.4 Engage in philanthropic cultivation toward increased funding for scholarships and other school financial needs | Yes | n/a | | | | Yes, worked with IA to create Audre Lorde Justice Scholarship with funding from Marguerite Casey Foundation at behest of recent alum. Donors invited and attended Ethics & Technology Forum and InfoShow. |
| <i>Goal 10. To provide excellent facilities and resources that support our mission and practice environmental sustainability.</i> | | | | | | |
| 10.1 Percent of funds for facility/resource improvements are allocated in alignment with School planning | 100% | n/a | | | | 100% Space+Technology committee drove use of \$71,372 in Facilities Fees. |
| 10.2 Percent of graduates agree/strongly agree that they “had access to information resources that supported my learning outcomes” | 90% | 98.48% N=66 (GSS) | 100% N=6 (GSS) | 97.96% N=49 (GSS) | 100% N=10 (GSS) | 98.47% N=131 (GSS) |
| 10.3 Percent of graduates agree/strongly agree that “the technology resources | 90% | 95.08% N=61 (GSS) | 83.33% N=6 (GSS) | 97.96% N=49 (GSS) | 100% N=9 (GSS) | 96.00% N=89 (GSS) |

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| available (computer labs, technology-enhanced classrooms, computer software) met my educational needs” | | | | | | |
| 10.4 Percent of graduates agree/strongly agree that “Pratt provided a physical environment conducive for my learning” | 80% | 87.27% N=55 (GSS) | 80.00% N=5 (GSS) | 89.58% N=48 (GSS) | 100% N=9 (GSS) | 89.76% N=127 (GSS) |
| 10.5 Initiative per academic year is initiated that enhances the school’s environmental sustainability. | 1 | n/a | | | | 2 1) Worked on MSLIS core curriculum revision, with draft produced of INFO 654 that has the course more explicitly incorporate environmental concerns in its learning outcomes, and 2) continued the ban on water bottles at SI-sponsored events. |
| <i>Goal 11. To practice transparency and openness in our communications and planning.</i> | | | | | | |
| 11.1 Stakeholder feedback is sought and documented for all major decisions, such as new or revised programs, policies, concentrations, scholarship opportunities, faculty hires, resources, and space | Yes | n/a | | | | Yes. Faculty and student feedback sought in major decisions, including all major decisions at Faculty Council and DEI committees. Faculty recommendations/feedback in Admissions Committee, Curriculum Committee, Search committee for Assistant/Associate professors, and adhoc committee on the Ethics & Technology forum. Feedback sought on at Fall and Spring Open Forums. |
| 11.2 Events are held to inform the SI community of planning and decision-making and solicit feedback | Yes | n/a | | | | Yes. A fall open forum was held on Dec. 9, 2022, and a spring open forum was held on May 11, 2023. |
| 11.3 All major decisions (new or revised programs, policies, concentrations, scholarship opportunities, faculty hires, | Yes | n/a | | | | Yes. All major decisions were communicated via appropriate |

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| resources, space) are announced publicly through the listserv, website, and/or social media, as appropriate | | | | | | channel (e.g., monthly newsletter, Zoom recordings, etc.). |
| 11.4 The School's vision, mission, and goals are published publicly on the website | Yes | n/a | | | | Yes. |
| 11.5 Key School and program statistics are available publicly on the website | Yes | n/a | | | | Yes. SI Annual Assessment Report AY 16/17 through 21/22 is available on SI website , which includes key school and program statistics. An extensive collection of key statistics for the MSLIS program is also available online as required of ALA accreditation. A webpage for XD statistics was launched in 18/19. DAV statistics were launched in 19/20, and MDC statistics in 20/21. |
| 11.6 Faculty Council meeting dates, times, and agendas are announced to all faculty (full-time and part-time) and student representatives | Yes | n/a | | | | Yes. |
| 11.7 Percent of School-level policies and guidelines, including fiscal policies, have been reviewed by the Faculty Council in the past five years | 100% | n/a | | | | 100% All policies and guidelines have been reviewed in the last five years (see Policies portal). |
| 11.8 Student representatives participate in all Faculty Council meetings | Yes | n/a | | | | Yes. A student voting member attended all Faculty Council meetings. |
| 11.9 Bylaws for standing and ad-hoc committees are available for all members | Yes | n/a | | | | Yes. Also, DEI committed created bylaws during this AY. |
| 11.10 Percent of graduates agree/strongly agree that SI practices transparency and openness in its communications and planning | 90% | 83.93% N=56 (GSS) | 80.00% N=5 (GSS) | 97.78% N=45 (GSS) | 100% N=9 (GSS) | 90.43% N=155 (GSS) |
| 11.11 Percent of graduates agree/strongly agree that SI's communication platforms are effective in providing information about events and activities that can enrich their | 90% | 89.39% N=66 (GSS) | 66.67% N=6 (GSS) | 90.91% N=44 (GSS) | 88.89% N=9 (GSS) | 88.80% N=125 (GSS) |

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| experience | | | | | | |
| 11.12 A two-year course planning schedule is available to current students | Yes | n/a | | | | Yes. Available from “Course Registration” webpage . |
| 11.13 Course evaluations are available to current students | Yes | n/a | | | | Yes, current evaluations available in the PMC 4th floor library. |
| 11.14 An archive of past syllabi is available publicly | Yes | n/a | | | | Yes, available online . |
| 11.15 Participate responsively to accreditation needs and produce high-quality information for accrediting bodies. | Yes | n/a | | | | Yes, Dean participated in Standard I Mission and Goals committee for MSCHE, creating a draft chapter. Also, ALA Accreditation Task Force created and evidence compiled for plan for Self-Study, due in fall '23. |
| Goal 12. To ensure administrative effectiveness. | | | | | | |
| 12.1 School financial needs are aligned with School goals and are expressed in the School's budget (proposed and actual budget) | Yes | n/a | | | | Yes |
| 12.2 All funds are spent in accordance with planned budget, Institute policies, and accounted for using standard accounting practices | Yes | n/a | | | | Yes |
| 12.3 All administrative staff participate in the performance evaluation process and are evaluated by their supervisor in accordance with HR policies | Yes | n/a | | | | Yes |
| 12.4 Percent of graduates agree/strongly agree that the “SI office and its staff are responsive to needs/issues that I have brought to them” | 90% | 92.86% N=56 (GSS) | 100% N=5 (GSS) | 97.87% N=47 (GSS) | 100% N=9(GSS) | 95.73% N=117 (GSS) |

Appendix SI1: Selection of DEI events held during the academic year

- Workshop for SI Students: Skills for the Collaborative Workplace - 11/7/2022
- Workshop: More Skills for the Collaborative Workplace - 01/19/2023

Appendix SI2: Courses with external partner during the academic year

| Semester | Course | # sections | Partner |
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| Fall 2022 | INFO 682 Projects in Information Experience Design | 1 | Transportation Alternatives, Fibromyalgia Care Society of America, Made in Chinatown |
| Fall 2022 | INFO 649 Practical Ethnography for User Experience | 1 | NYC Gov Department of Design and Construction |
| Fall 2022 | INFO 641 Content Strategy | 1 | National Gallery of Art |
| Fall 2022 | INFO 644 Usability Theory & Practice | 3 | Montclair State University, Bay Ridge Center, Purr and Meow, Big Reuse, Smithsonian National Museum of Natural History, NYCHA Federal Monitor, Grassroots Grocery, Archives of American Art, Smithsonian Institution, New York Philharmonic Archives, L-CMD Research Foundation, Staten Island Hunger Task Force |
| Fall 2022 | INFO 645 Advanced Usability & UX Evaluation | 1 | Staten Island Hunger Task Force, Terra Foundation for American Art, Pratt Institute |
| Fall 2022 | INFO 685 Digital Analytics | 1 | Smithsonian Office of Educational Technology, Rubin Museum of Art, The Henry Ford |
| Fall 2022 | INFO 644 Usability Theory and Practice | 1 | Grassroots Grocery |
| Fall 2022, Spring 2023 | INFO 665 Projects in Digital Archives | 1 | Lesbian Herstory Archives |
| Fall 2022 | INFO 651 Emotional Design | 1 | Evrmore and Govy (startups) |
| Fall 2022 | INFO 647 Visual Resources Management | 1 | Bard Graduate Center |
| Spring 2023 | INFO 683 Museum Digital Strategy | 1 | Historic Germantown (Germantown PA) |
| Spring 2023 | INFO 644 Usability Theory & Practice | 3 | Montclair State University, Airpals, Knowunity, Medscape, Purr and Meow, Wikimedia Foundation, Port Washington Children's Center, Museum of Modern Art, Smithsonian Institution Traveling Exhibition Service/Smithsonian Affiliations, Smithsonian American Art Museum and Renwick Gallery, Pratt Institute |
| Spring 2023 | INFO 645 Advanced Usability & UX Evaluation | 1 | Smarthistory, Metropolitan Museum of Art |
| Spring 2023 | INFO 646 Digital Product Design | 1 | NYC Department of Design and Construction |

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| Spring 2023 | INFO 649 Practical Ethnography for UX | 1 | New York Public Library |
| Spring 2023 | INFO 682 Projects in IxD | 1 | NY Mycological Society, Witness to Mass Incarceration Inc, ClimateScience, Rescue City |
| Spring 2023 | INFO 685 Digital Analytics | 1 | Creative Capital, The New School, Braata Productions, Smithsonian Associates |

Appendix SI3: SI alumni report a variety of beneficial learning experiences that specifically mention curriculum

What learning experiences or aspects of your degree program have been most beneficial to you post-graduation?

- My classes the specifically addressed school librarianship
- Report writing/ working with clients - 60% of what I do is writing research reports for museums/cultural institutions. Sara DeYoung's Audience Research & Evaluation class - where we worked on a visitor experience research project at the Brooklyn Museum. I have now performed similar research twice. Portfolio website - My employer browsed through my website before our first meeting, and so she already had a good understanding of my skillset.
- Generally a better understanding of data - the power and danger of it. Probably more of life skill than anything specific to my professional role.
- Digital Asset Management, Nick Krabbenhoeff's class covered every aspect of my current position and more !!
- Using real life case studies, the repetition of design thinking and it's process, working on portfolios and case studies
- The opportunity to do client-based projects and get used to using design and research tools commonly used in the industry.
- hands on work with programming
- The focus on high quality presentations/report outs that emphasize story telling Group work with others on projects - being able to "pass off" research findings to others that are more focused on the design aspects of the project and finding that synergy. The required tech classes - you'd be surprised how often in my day to day as a researcher that I need to have foundational knowledge of markup languages and database structures
- Courses with a focus on programming, interacting with teens and children, knowing your audience and centering community have been incredibly helpful to me.
- Usability courses, product design skills, collaborating w real world clients, data analysis course (using R in quant research), experience w different methods
- Academic Libraries and Scholarly Communication, taught by Melissa Gasparotto, has been the most valuable class due to its practical focus on job searching and job talk preparation.
- Preparation to work with researchers in my field, learning the language of UXR and exposure to a variety of methods. Learning how to tell stories from data and reporting insights.
- My fellowship at a local museum, which was exclusive to Pratt.
- Working on projects for actual institutions/projects with a tangible product such as working on the Herstory archives project and the reference letter project through NYPL; anything hands on as well such as the hands on experience in the Rare Books and special collections class where we worked with materials at NYPL.

- Reference practice in Reference and Instruction, practicing resumes in Academic Librarianship, and every presentation I ever was able to submit to a conference.
- Resume-building afforded by enrollment in the program which allowed me to get internships. Practical skills learned through internships. Informational interviews with professors in the program and people they connected me with.
- User research methods and product design
- Usability, Advanced Usability, Info-Architecture, Info Tech and Programming UI
- The fellowship 100%

Appendix SI4: Job Titles 9-months after program completion

- *MSLIS*: School librarian, archivist, assistant curator, web collection librarian, lead curriculum developer, young adult librarian, archives directory intern, associate archivist, assistant archivist, reference archivist, librarian II, information & referral specialist, reproductions & licensing coordinator instruction assessment associate, collection management assistant
- *MSIXD*: UX/UI Designer, UX Researcher, Design Research, UX Research Associate, Product Designer
- *MSDAV*: Art director
- *MSMDC*: UX designer, Metadata associate

Appendix SI5: Graduating students and alumni report a variety of beneficial learning experiences that specifically mention teaching

Graduating Students - Please feel free to leave comments about the faculty:

- I felt like the most effective teachers for me were Prof. MacDonald, Prof. Smith, Prof. Matt Miller, Prof. Diana Pan, and Prof. Lauermann. They were the most prepared, organized, had deep knowledge about their respective areas, could transfer that knowledge effectively to me, and whenever I needed help, they were able to give me constructive information that helped me solve my problem and move along.
- I found all of my professors to be engaged, supportive, and knowledgeable.
- Craig MacDonald is great and always provided great feedback without any hand-holding.
- I have experienced a number of excellent faculty members like Prof. Rabina, Lopatovska, Cucchiara, Cocciolo, Soehner and Lewis. They made a difference in my academic and professional interests and knowledge.
- The Faculty at Pratt are really supportive, helpful and subject matter experts. I will miss them!
- I think the faculty in my remote classes in particular were very effective teachers because they did a great job making class time more active (i.e., lectures were asynchronous but class time was for activities/"homework") and that's something I wish I would have seen more with in person faculty, because in person most of the class time was used for lectures. It was less effective to do activities outside of class time because you can't get feedback in the same way

*Alumni - What learning experiences or aspects of the Pratt MS program have been **most** beneficial to you post-graduation?*

- University name recognition, GA work, reference + instruction
- Learning from professionals in the field who know first hand what it is like working in the Information Science field.

- Learning from professionals in the field gave me a great sense of what the work would be like. Our professors were not only in the field, but they often brought in other professionals to speak with us.
- Being able to build a portfolio and work with real clients